



## **Three Year Accessibility Plan 2017 - 2019**

**Drafted by: Peter Robinson and Helen Farley**

**Committee Member responsible: Stuart Fowler**

**Reviewed by: SLT annually, F&P Tri-annually**

**Adopted by Committee: May 2009 (updated June 2017)**

**Date of next formal review: June 2020**

**Signed: Seren Wildwood Clerk of School Committee**

Sibford School's Three Year Accessibility Plan applies to Sibford Senior School, both day and boarding, and Sibford Junior School, including our Early Years Foundation Stage. The procedures described comply with the Independent Schools Standards Regulations (The Education (Independent School Standards) (England) Regulations 2010, as amended as from January 2013) also known as the registration standards or ISSRs; the National Minimum Standards for Boarding Schools (made under section 87 of the Children Act 1989 (NMS) and the Statutory Framework for the Early Years Foundation Stage (EYFS). These regulations are laid down by the Department for Education.

This plan meets the requirements of Section 10 of the Equality Act 2010.

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

We recognise that we must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

We understand that the duty to make 'reasonable adjustments' does not include a duty to change physical features. However, we will endeavour, as required from 1 September 2012, to provide auxiliary aids and services: 'where a disabled person would, but for the provision of the auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to take to provide the auxiliary aid'. We recognise that this duty is always child specific and context specific.

In accordance with, and beyond the requirements of these regulations, Sibford School makes all of its policies available to parents and prospective parents on the public area of the school's website – [www.sibfordschool.co.uk](http://www.sibfordschool.co.uk).

This plan should be read in conjunction with:

Admissions Policy

Equality – General Policy

School's Strategic Plan.

SEN Policy

### Sibford School Accessibility Plan – Action Plan 2017-2019

The Need	Success Criteria	Action				Investment		Evaluation
<i>What is the current situation? What change is required?</i>	<i>What will success look like?</i>	<i>What do we have to do?</i>	<i>By whom?</i>	<i>By when?</i>	<i>Review date</i>	<i>Initial cost</i>	<i>Annual cost</i>	<i>How have we done?</i>
<b>Increased access to the curriculum for disabled pupils</b>								
Ensure that all teachers are fully aware of their responsibilities under the Equality Act 2010 and of the suggestions made by students when we consulted them.	High quality teaching for ALL Lessons appropriately differentiated; teachers aware of students with SEND and how to support them. Reasonable adjustments made	INSET training and regular staff updates Pupil passports will enable pupils to present their views Parents to meet with SfL teachers to agree targets LSA support needs based	SENCo SfL department  Outside speaker and from SfL dept	To be agreed	To be agreed	n/a		SENCo delivered optional twilight session for some staff Autumn 13 further insets to be arranged Pupil and parent comments pupils with EHC plans annual review with local authority responsibilities

		Develop training for staff to assure effective good practice is adhered to.						under the Equality Act 2010 Training should ideally be delivered externally.
Ensure that all teachers are fully aware of their responsibilities under the Equality Act 2010 and of the suggestions made by students when we consulted them.	Teachers aware of students with SEND and how to support them through high quality teaching first for all pupils PASS system has SEND information easily available to teachers	Ongoing INSET training to Whole Staff Annually & on-going update of information for teachers readily available on the school MiS.	SENCo and Sfl department administrator	On going		n/a		Pupil profile reviews Pupil and parent comments pupils with EHC plans annual review with local authority
Individual pupil requirements – specific identified needs	Personalised risk assessment to identified measures to ensure student has appropriate access to the curriculum LSA classroom support as identified	Ensure disabilities permanent or temporary are identified and appropriate risk assessments and reasonable adjustments made	SENCo/Business Manager/Tutor	On-going				Process already undertaken
Provide a quiet space for those with hearing impairments to eat lunch.	Allow hearing impaired students to eat in small dining room or attend 'late ' lunch when the	Make hearing impaired students aware they can do this and add to the pupil	Tutors	On going				Completed

	room is quieter	information						
Provide a calm space for all in the school	A room with calm colours and relaxed seating, music equipment, toned lighting, headphones	Well being space created – subject to availability	Business Manager SENCo	Completed				Room established

## Improvements to the *physical* environment to increase access to education and associated services

<i>What is the current situation? What change is required?</i>	<i>What will success look like?</i>	<i>What do we have to do?</i>	<i>By whom?</i>	<i>By when?</i>	<i>Review date</i>	<i>Initial cost</i>	<i>Annual cost</i>	<i>How have we done?</i>
Poor lighting in corridors <ul style="list-style-type: none"> <li>- Replacement lighting</li> <li>- Lighter carpet and walls</li> </ul>	Clear corridors with improved vision	Consider in refurbishment programme	Maintenance and contractors	On going				Lighting in many areas replaced All corridors clear
Signage – limited and not clear – signs and maps readily available	Free access throughout site using easy to read signs	Agree signage and implement Consider colour coding different areas	Business Manager	On-going	Annual	£1,000		Programme of improvement identified sign audit completed with action plan
New development – consider accessibility in any new development	New Design and Food Technology	Brief architects	Business Manager	On-going	Annual	Variable		
Access to first floor – i.e. Library	Pupils offered access to all facilities	Consider ways to enable access to library resources on ground floor	Business Manager	On going				Library software available on school network to allow access and ordering

Access to Hall space - Level access to area	Means of access provided	Consider method of access and alternative routes	Business Manager	Date to be agreed		£9,000		Currently use access through DT Quote for stair lift received
No support for those with hearing impairment – consider hearing loops	Supported hearing in public areas and classrooms	Identify areas and install loops, seek advice on best method of support	Business Manager	2018				Review issue – hearing loops now not so commonly used
Adjustable learning spaces for pupils in – - DT - Food	Areas accessible to all	Consider options during refurbishment	Business Manager	2017				Addressed in DT refurbishment and in place with Food Tech refurb
Boarding house provision	This needs to be reviewed on the basis of - Why would you do this if the school is not completely accessible?	Consider existing provision Consider the possibility of ground floor rooms	Business Manager Head of Boarding					Access possible in Fielding and Margaret Fell

Peter Robinson

April 2017

April 2019

New plan to be considered and agreed Autumn 2017